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28 January 1965

MEMORANDUM FOR: Chief, Headquarters Training/OS/TR
Chief, Junior Officer Training Program/TR

SUBJECT : A. Use of Examination for JOT's
B. Scheduling of Introduction to Clandestine
Services Course

1. The present examination (attached) given the JOT class at the end of their second week (Introduction to the Clandestine Services) has two laudable purposes: (a) It gives them a sense that they are to be called to account at the week's end and thus prevents their becoming too confident and carefree, and (b) It furnishes a solid basis for a final critique session which can summarize the week and clarify any uncertainties remaining. It is, in summary, a teaching device, and as such it should be continued. In view of certain rather loose questions in it and in view of its rather looser integration into the speakers' schedule, however, its substance and its use should perhaps be changed somewhat.

2. Several of the questions are misleadingly constructed or phrased. For example: (a) 33 would be far more defensible if the question were, "Which of the following participate in the approval of projects?" (b) 34 would be much more accurate if the correct answer, d., were phrased, "Advice on dissemination of positive information." (c) 25 is not really fair, since at least three out of the four answers are undeniably correct and the other is ruled out only by a somewhat dubious quibble. It could be improved by phrasing it, "The chief condition under which . . . etc." (d) "Being considered for" in 28 is unnecessarily vague. Why not "To arrange [redacted] . . . a person would be placed . . . etc."?

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3. Some of the questions are a little insubstantial. For example, to call "DD/P" an example of a cover name is likely to produce disrespect for the cover concept, since the title has been blown so much. Question 15 also depends upon a rather dishonest quibble.

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4. A re-check of the examination papers reveals some statistics which certainly imply that something is awry with either our questions or our pedagogy. Of the forty questions, two were missed by more than fifty students out of a class of seventy-five (questions 3 and 34; both questions to which the Chief Instructor and [REDACTED] had objected before this statistical check). Two more foiled over forty students (questions 1 and 14); and another two took over thirty scalps (questions 12 and 39). Counting up all the questions which at least twenty students got wrong, the total is thirteen. It is wrong to put all the blame for this on the test questions. One reasonably valid and clearly stated question (#39) was specifically and clearly covered by [REDACTED] at the Chief Instructor's express request; but thirty-two of the students missed it. (NOTE: The probable lesson here is that JOT's at this phase are turned steadfastly towards their own career interests. The likely way to register things with them is point up personal applications to them. For example, if Gordon had pointed out - as he did not - that some of them might well wind up as staff agents under outside cover, probably many more would have registered the information and answered the question correctly.)

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5. Suggestions for new questions are below:

a. The Interagency Source Register is kept by a component of:

- (a) The CI Staff.
- (b) Operational Services.
- (c) RI/D.
- (d) The PI Staff.

b. "Clandestine" in CIA terminology means all but one of the following:

- (a) Conducted secretly by design.
- (b) Aimed against some sort of expected opposition.
- (c) Obvious in its result but plausibly deniable by the U.S. Government.
- (d) Hidden from view, concealed.

c. The Clandestine Services Staffs all perform which of the following:

- (a) Advise the DD/P on the doctrine and techniques of their assigned field.
- (b) Review and criticize divisional programs and projects.
- (c) Run specially compartmented operations as assigned.
- (d) All of the above.

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6. In addition to suggested improvements in the substance of the quiz, perhaps along the lines indicated above, it would be fairer to speakers and students if speakers are presented with a corrected copy of the quiz sheet and told specifically which questions their talk should hit. This would serve the double purpose of tightening up instruction and gradually improving the exam, since various of the speakers will undoubtedly show some dissatisfaction with assigned questions and will develop better ones. As noted above, in paragraph 4, it undoubtedly behooves us to be more aggressive in suggesting ways in which guest speakers can point up their ideas to make them more certain to be absorbed. This would probably be easier if the speaker list for the course were pitched generally at a somewhat lower level of rank, a change which would also offer some slight relief to the talked-out brass.

7. Finally, it seems a dubious strategy to have the week of Introduction to the Clandestine Services so far in advance of the class's transition to the Operations and Operations Familiarization Courses. Since this week is obviously a prelude to those courses, it should come just before the class goes to [REDACTED] not several weeks ahead.

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[REDACTED]

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